



## Training Plans

The training plan is one of the most important tools available to the work-based learning effort. *A written outline of the knowledge, skills, and attitudes the student will or should acquire during the program year at the training station*, the training plan is jointly developed by the teacher-coordinator and training station sponsor through the analysis of the tasks and duties made available to the student-trainee.

## Roles and Responsibilities

In developing the plan, the student's occupational objective, the knowledge already possessed, and the kind of learning experiences the student is capable of handling must also be identified and accommodated. Involving the student in the development of the plan will assure that such information is included and will provide the student with a look at the skills that are essential to success in the particular occupation.

The training plan specifically helps ensure that training is provided in all aspects of a student's job; that everyone understands the training that is to be accomplished; and that training is coordinated with the student's classroom experiences. Development of a training plan also enhances student evaluation as an on-going process during the school year. If the competencies needed in the job are identified and used to train the student, then the student's attainment of these competencies can be evaluated using the same items.

Teacher-coordinators work with the needs of both students and training stations to develop related class instruction and to create the list of occupationally based skills and attitudes that students learn on the job. Training sponsors are responsible for using the training plan to direct, supervise, and evaluate students' on-the-job learning activities.

## Contents of the Training Plan

Although training plans will vary from student to student, all plans should contain essentially the same types of competencies, including job skills (from basic to complex, based on progression), human relations skills, communication skills, work habits and attitudes.

## Sources for Training Plans

In the work-based learning program, minimum [competencies](#), as identified at the state level and which are appropriately developed in the job setting, should be used as the foundation for the individualized competency list that is jointly developed by the training sponsor and the teacher-coordinator. Obviously, development of training plans can be very time consuming. Training plans for comparable jobs may already exist and serve as a springboard for quick development. Other coordinators in workplace learning programs throughout the state should be contacted to share plans. A list of resources is identified below and within the resources section of this guide, which provide other working examples of plans.

Iowa Department of Education link to state model minimum competencies for each service area: <https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/service-areas>

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Iowa Department of Education link to Iowa core standards including the 21<sup>st</sup> Century Skills (Employability Skills): [www.iowacore.gov](http://www.iowacore.gov)

The Common Career Technical Core (CCTC) includes a set of standards for each of the 16 Career Clusters and their corresponding career pathways that define what students should know and be able to do after competing instruction in a program of study:  
<http://careertech.org/CCTC>

Career OneStop Industry Competency Models:  
<http://www.careeronestop.org/CompetencyModel/>

The Occupational Outlook Handbook provides career information on duties, education and training, pay, and outlook for hundreds of occupations: <http://www.bls.gov/ooh/>

O Net Online: <http://www.onetonline.org/>

If such training plans are not available, teacher-coordinators can ask a committee of technical specialists to develop competency lists. Then, by providing these competencies to training sponsors, they can be used to prepare a training plan that meets the needs of both students and training stations. Training sponsors will then designate the areas of instruction to be provided. Once a training plan is developed for a student in a specific occupation, it can be adapted for other students who are placed in the same or similar occupations. The training plan, however, should always be adapted to the specific training station and to the individual student.

Training plans are always subject to change, as students develop through the school year, and as individual strengths and weaknesses are identified. Training plans may also become a basis for the required periodic evaluation necessary for awarding credit. When developing training plans, be sure to:

- Individualize for each student, based on occupational goals and objectives;
- Develop competencies cooperatively among the teacher-coordinator, employer, student, and technical content area instructors;
- Use the plan during each coordination visit; and
- Assure that training plans reflect and support the related classroom learning.

## Developing a Training Plan for Students at the Workplace

Students need a training plan that begins at school, carries over into the workplace, and contains clear expectations of what students, teachers, and employers are expected to do. Possible components include:

- A list of **learner outcomes** to be measured in the classroom and workplace. The list describes what students should be able to do and the level at which students should be able to do them.



- **Activities** of at least two types, which students should perform at the workplace. The first type should provide students with more information about the workplace, workers, and the industry. For example, students can interview their supervisors about their own career paths and the work that their current positions consist of. Most of these activities are *unpaid career awareness activities* that benefit the student. The second type of activity should be work samples or a reflective assignment about the student's involvement in activities that contribute to the overall profitability and efficiency of the employer. For example, a graphic arts student runs the printing press and reflects on the impact of this work on the business' overall goals.
- **All Aspects of the Industry** activities (as defined in Section 4 of the School-to-Work Opportunities Act of 1994) should be included in the training plan. These aspects, defined by the Carl D. Perkins Vocational and Technical Education Act of 1998 and later legislation, include planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. The training plan should specify how the student is going to receive broad understanding and experience in the industry during classroom learning, on the job, or both. See All Aspects of the Industry publication at <https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/technical-assistance>.
- **Reflection time**, orally and in writing, should be built into the work-based learning experience. Students who take time at work to write about what they observe and hear, can enhance their learning and knowledge. Students should share their reflections with workplace supervisors, teachers, and peers.

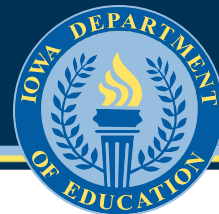
## Planning Suggestions for Developing a Training Plan

Specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Use a planning sheet as a place to start. Eventually, your final training plan will need to be signed by your partners — students, teachers, administrators, employers, and parents — with expectations clearly communicated. A sample training plan can be found in the Resources: Sample Forms section.

### *Your Partners in Training Development*

When creating a training plan, make every effort to identify a group of employers who will work with you and your team to develop one common training plan format. If a number of employers must include any special expectations, outcomes, or activities that are particular to them, a customized training plan may be required for each employer who provides a placement for work-based learning. Customized training plans may also be required for each student placed at a single employer because of different work activities or student interests. You and your partners should first agree to a common set of broad outcomes for each activity and include these expectations in the training plan.

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## *Planning Worksheet*

A planning worksheet can be used in discussions between the teacher-coordinator and employer/trainers which provides a place to list your overall learner outcomes for the workplace learning experience. Within each area of possible instructional activities (orientation to the business, specific work skills and knowledge, general work skills and behavior, safety skills, human relations, and All Aspects of the Industry), partners should discuss and record learner outcomes and expectations. The information identified in the planning worksheet can be used to create a training plan similar to the examples in Section D: Resources, Sample Forms. Note that the examples vary in format but all include specific skills to be addressed, a time period for the training/exploration experience, an evaluation format, and an open ended comment section for specific input by employers/trainers.

With your partners, you may also want to discuss where the activities will take place. Some activities may be conducted at the work site, while others may take place in the classroom.

## Sample Planning Sheet Entries

### *Overall Learner Outcomes*

- Students will understand the careers available in the health industry in order to make decisions about their future career plans.

### *Work Skill and Knowledge Activities*

- Students will learn to take the vital signs of a patient.
- Through case study lessons of a current patient's medical history, students will understand how dietary conditions affect the body.

### *Career Development Activities*

- Through interviews of co-workers, students will learn the education requirements necessary to attain various positions within the industry.

### *All Aspects of the Industry Activities*

- Students will conduct research on the management structure of their place of employment and design an organizational chart.

### *Reflection Activities*

- Students will record their workplace experiences in a journal each day.

In addition to the specific key items identified in the example above, planning sheets may also identify:

- Name of the work-based learning experience.
- Length of the experience.
- Schedule of the experience.
- Grade level of the experience.
- Number of students to be placed if broad-based exploration activity.
- School partner name.
- Employer partner name.

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The format of the planning sheet is not as important as the information it allows the teacher-coordinator to collect and use to develop effective training plans for the students.

## Task Analysis

A task analysis is a procedure designed to collect information about the knowledge, skills, and attitudes necessary to be successful in a specific occupation. Information is gathered from people who have expert knowledge about the occupation — people who have worked in the occupation for several years, managers or supervisors who are familiar with the occupation, or other technical content experts who know about the requirements of the occupation.

Teacher-coordinators of work-based learning programs need to have a detailed description of the job duties and tasks of an occupation in order to plan appropriate instruction for students who are training in that occupation. When determined, the detailed task list is given to the training sponsor to identify the competencies needed by students for job success; the competencies are then used to outline students' training plans.

The task analysis process is time consuming and should only be used by teacher-coordinators when adequate information is not available to plan appropriate instruction and training for a particular job or occupation.

### *Three Task Analysis Steps*

First, develop a questionnaire containing a comprehensive list of possible tasks for an occupation that can be evaluated by the employer. The list can be developed by:

- Reviewing textbooks and training materials for the occupation;
- Reviewing research studies that describe appropriate tasks;
- Asking advisory committee members, training sponsors, or advanced students to list the necessary tasks for the occupation.

When the tasks have been identified, rating scales should be developed so each task statement can be rated for its relevance and inclusion in the final document. Different rating scales, such as *importance of task* or *training sequence*, can capture a variety of information about each task.

Second, conduct in-person interviews of about 30-45 minutes each with experts in the occupation. Several individuals, each with at least 2-3 years of experience, should be asked to accurately describe the job duties of the occupation. Different types and sizes of businesses should be interviewed, in order to get a broad picture of the occupation and to offer examples of differences that exist among businesses. To begin the interviews, ask open-ended questions and record all ideas concerning the major tasks and responsibilities of an employee in the occupation. Follow by providing the list of tasks assembled (see previous step) for the interview subject to rate each according to the established criteria (importance, training sequence, etc.).

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Finally, summarize the interview data and develop a final list of tasks that most business people ranked as important or very important. These are the tasks to use for training; they can be sequenced as entry-level, intermediate, or advanced. From this information, training plans can be developed, instructional materials can be selected or prepared, and students can determine what knowledge, skills, and attitudes are needed for success in the occupation.

## *More Task Analysis and Instructional Development Resources*

Many resources exist in the fields of instructional systems design (ISD) and training that offer specific guidelines for developing and using a task analysis process, interpreting the resulting data, creating training plans, and creating and improving training instruction and delivery. Check with local colleges and universities, or a local chapter of the Association for Training and Development (ATD) (<http://www.td.org>) for more information.